Name:

*Mr. Tiénou-Gustafson, Mr. Bielmeier*

Geometry, Period

Due Date: Mon, 6 Oct 2014 *(Khan Academy work also due Monday!)*

**Geometry**

**Homework**

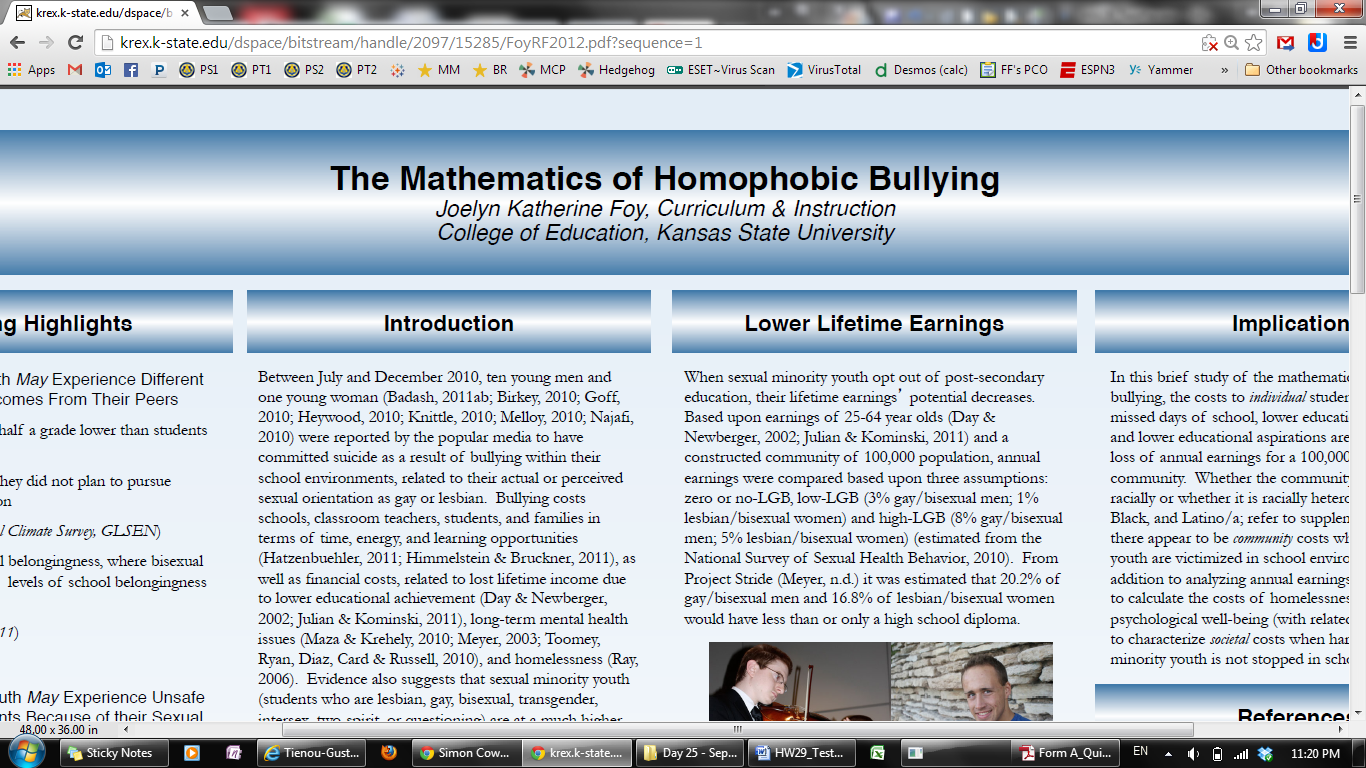


***My Khan Academy Weekend Plan:***

**Unit 2 Review “Sho Nuff” (Unit 2 Test TUESDAY)**

|  |  |
| --- | --- |
| Use the number line to answer questions 1 – 4. | |
| 1. What is the distance, in coordinate units, between points *A* and *B*? | 3. What is the distance, in coordinate units, between points *B* and *E*? |
| 2. How much longer is *AD* than *BE*? | 4. How much longer is *CD* than *DE*? |

|  |  |
| --- | --- |
| Description: http://image.tutorvista.com/Qimages/QD/50234.gif5. Name at least 3 sets of 3 points  in this figure that are coplanar.   1. **\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_** 2. **\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_** 3. **\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_** | ***Use this graph for questions 8 & 9.***  x + 5 2x  A M C  8. If = 20, what would the value of be? |
| 6. How much longer is than *?* | 9. If *M* was the midpoint of , but you were not given the value of , what would the value of be? |
| 7. A number line has the following points: point *M* at –7, point *N* at 10, point *K* at 2, and point *H* at –3. What is the difference in length between *MN* and *KH*? | [image]10. Graph and calculate the midpoint of and |



**Bullying Highlights**

Sexual Minority Youth *May* Experience Different Educational Outcomes From Their Peers"

* Grade point averages half a grade lower than students less often harassed
* More likely to report they did not plan to pursue post-secondary education
* Lower levels of school belongingness, where bisexual & questioning students’ levels of school belongingness were significantly lower

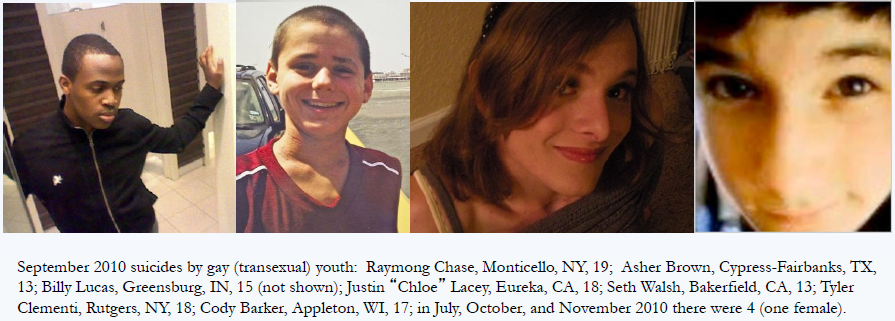
Sexual Minority Youth *May* Experience Unsafe School Environments Because of their Sexual Orientation

* 90% heard “gay” used negatively
* 72% heard other homophobic remarks freq or often
* 85% verbally harassed
* 40% physically harassed
* 19% physically assaulted
* 62% did not report an incident for fear of retaliation
* 34% who did report said school staff did nothing

Sexual Minority Youth *May* Respond to Unsafe School Environments by Skipping School.

In month before the survey:

* 10% missed at least one day of school
* 30% missed two or more days of school

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**Introduction**

Between July and December 2010, ten young men and one young woman were reported by the popular media to have committed suicide as a result of bullying within their school environments, related to their actual or perceived sexual orientation as gay or lesbian. Bullying costs schools, classroom teachers, students, and families in terms of time, energy, and learning opportunities, as well as financial costs, related to lost lifetime income due to lower educational achievement, long-term mental health issues, and homelessness. Evidence also suggests that sexual minority youth (students who are lesbian, gay, bisexual, transgender,intersex, two-spirit, or questioning) are at a much higher risk for experiencing criminal-justice and school sanctions.

**Lower Lifetime Earnings**

When sexual minority youth opt out of post-secondary education, their lifetime earnings’ potential decreases.   
It was estimated that 20.2% of gay/bisexual men and 16.8% of lesbian/bisexual women would have less than or only a high school diploma.

**Implications**

In this brief study of the mathematics of homophobic bullying, the costs to individual students in terms of missed days of school, lower educational attainment, and lower educational aspirations are translated into the loss of annual earnings for a 100,000 member community. Whether the community is homogenous racially or whether it is racially heterogeneous (White, Black, and Latino/a), there appear to be community costs when sexual minority youth are victimized in school environments. In addition to analyzing annual earnings, we need to be able to calculate the costs of homelessness and poorer psychological well-being (with related healthcare costs) to characterize societal costs when harassment of sexual minority youth is not stopped in school environments.

***Response:*** *Use complete sentences & show work.*

1. What do you think is meant by “sexual minority”
2. What percentage of sexual minority youth were **NOT** verbally harassed?
3. Muchin students have an average attendance of 96% and approximately 8% of students missed 2 or more days of school in the last month.   
   How many times more frequently did sexual minority youth miss school?
4. Which statistic struck you the most? Why?
5. Part of the low performance of sexual minority youth is probably because of bullying because of homophobia. What does homophobia mean?   
   What are some strategies for addressing it?
6. Another part is probably *heteronormativity*. What do you think this means? Why would this matter?
7. What’s the best response you can think of to a peer saying “**that’s gay**”?
8. October is ***Bullying Prevention Month***. What types of Bullying occur at Muchin? Which are most common?
9. What do you think ***Muchin*** can do about bullying? What do you think ***you*** can do?
10. How can ***math*** help you address bullying? Think of at least 1 other statistic in addition those in this article.